

ASCA Model Three Year Implementation Plan



This is a suggested plan to implement the ASCA National Model: A Framework for School Counseling Programs (2003, 2005) over a three year period of time. School counselors who are just starting to use the ASCA National Model will want to take three years to firmly develop and establish the ASCA National Model elements. By using the ASCA National Model Handbook (2003, 2005) and the ASCA National Model Workbook (2004), school counselors can start with the elements in the year-one column. In year-two, counselors continue implementing the year-one elements as well as adding the year-two elements. By year-three, school counselors would be working on all the elements of the ASCA National Model. (Please refer to the attached chart) The goal is that by the end of year three, all the elements would be developed and the school would have a notebook/portfolio to share with administrators, parents, school board members, and community members. As new school counselors are hired into a district or school, they would be given the school counseling notebook/portfolio over viewing the school's counseling program and its yearly results.

Additionally, it is suggested that school counselors work together at the district level on the development of the implementation elements. The focus of monthly professional development school counseling meetings could be on the development of school and/or district school counseling program. School counselors who have been using the Arizona Comprehensive Competency Based (CCBG) model will find that the ASCA National Model (2003, 2005) has many of the same elements. Therefore, some schools and districts may need to only revisit their previous work and update in some areas. The data area will be new to most school counselors, and it is suggested that you use both the ASCA National Model Handbook (2003, 2005) and the ASCA National Model Workbook (2004) to develop each implementation element and become a results based program. Counselors are encouraged to work at their own pace and could even develop the elements on a more rapid pace, if they desire.

It is recommended that a district model and a policy for school counseling programs be developed and presented to their district governing board at the end of three years or when the program handbook is complete. At the same time school counselors are developing their school model, they could also be aligning their work with the Recognized ASCA Model Program (RAMP) by following the RAMP rubric. This rubric is available on the ASCA website at www.schoolcounselor.org

Please refer to the ASCA website www.schoolcounselor.org for resources including magazine articles, conference presentations, blogs, and an online bookstore.

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ASCA Model Elements	Year 1	Year 2	Year 3
Develop mission philosophy & beliefs, and vision	X	X	X
Selection of student standards, competencies and indicators	X	X	X
Develop delivery system	X	X	X
Counselor/principal agreement	X	X	X
Advisory Committee		X	X
Year long calendar	X	X	X
Monthly calendar		X	X
Curriculum action plan	X (1 per semester)	X (2 per semester)	X (4 per semester)
Curriculum results reports for action plans	X (1 per semester)	X (2 per semester)	X (4 per semester)
Closing the gap action plan	X (1 per yr)	X (2 per year)	X(3 per year)
Closing the gap results report	X (1 per yr)	X (2 per year)	X (3 per year)
Results over time		X	X
Use of time		X	X
Student achievement & related data	X	X	X
Disaggregated data	X	X	X
Standards & competency related data		X	X
Program Evaluation data: Process, perception & results		X	X
Data over time: Immediate, Intermediate, Longitudinal data		X	X
Give one pre-post test on guidance curriculum lesson (immediate)	X	X	X
Program Audit	X	X	X
School counselor performance standards/evaluation			X

School Counselor Skills	Year 1	Year 2	Year 3
Leadership		X	X
Advocacy	X	X	X
Collaboration	X	X	X
Systemic Change			X
Present Completed program to district governing board for approval.			X (end of year)
Apply for the ASCA RAMP award			X (end of year)

Support for School Counseling Programs –*It is recommended that the following tasks/relationships be started or planned for at the beginning of program implementation. These tasks or relationships must be an ongoing part of an ASCA Model School Counseling program to insure the program will become institutionalized in the school and district. (1)*

Task or Relationship Necessary	What needs to be done?	Who are the contacts?	Date to start
Collaboration with faculty members			
Commitment of top administrators			
Long range implementation plan			
Incorporate school mission with school counseling program			
Community support			
Program of accountability			
Public relations plan			

(1) ASCA National Model Workbook, DeJong and Moeykens (1995)